

Engagement/Instructional/Checking for Understanding Activities

Strategy	Description
3 -2 -1	3 – Key Ideas 2- Important Words 1 – Summary statement or question to summarize the text
ABCD Whisper	Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group.
Analogy Prompt	(A designated concept, principal, or process) is like a ____ because _____.
Circle, Triangle, Square	(Circle) Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that “Squared” or agreed with your thinking.
Clickers	Electronic surveying devices that give instant feedback and data
Entrance/Exit ticket	Each student will be given a ticket to complete before leaving the room answering: What is the most important thing I learned today? What questions do I still have? These tickets can be given to the teacher when exiting the room or upon entering the next day. The teacher uses this information to guide the instruction.
Every Pupil Response	Each student receives a pink and yellow card. Each color represents a specific response. Students raise the card to provide the correct response to a teacher directed question.
Example/Non-Example	Given a concept, students sort or write various examples/non-examples Given examples/non-examples, students determine concept
Flag It	Students use this strategy to help them remember information that is important to them. They will “flag” their ideas on a sticky note or flag.
Fist to Five/ Thumbs Up, Thumbs Down	Students communicate their level of understanding to teacher using their fingers
Give One, Get One	Cooperative activity where the students write response to a prompt, meet up with another student and share ideas so that each leaves with something to add to their list.
Index Card Summaries and Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement.

	(Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
Letters	Students write letters to one another describing the concept or how to perform the skill and why it is important.
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
Pair Share	Given a prompt, students pair up and share their perspective for a given amount of time, taking turns.
Question Box or Board	Establish a location (e.g., question box, bulletin board, or e-mail address) where students may leave or post questions about concepts, principals, or processes that they do not understand. This technique may benefit students who are uncomfortable saying aloud that they do not understand.
Quick Writes	A timed writing in response to a question or prompt
RAFT	R – Role of the writer A – To whom is the writer writing F – What is the format for the writing T- What is the focus of the writing
Rubric	A scoring guide using subjective assessments that is generally composed of dimensions for judging student performance.
Take and Pass	Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.
Tips	Students write what tips they would give someone who was learning how to perform the skill or learn the concept or what to do or what not to do
Triangular Prism (Red, Yellow, Green)	Students give feedback to teacher by displaying the color that corresponds to their level of understanding
Visual Representation (Web, Concept Map, Graphic Organizer)	Ask students to create or complete a visual representation to show the elements or components of a topic or process and their relationships to one another

Use the following questions to model critical thinking and regularly check for understanding throughout a lesson

Critical Thinking Questions

- How is _____ similar to/different from _____?
- What are the characteristics/parts of _____?
- In what other ways might we show show/illustrate _____?
- What is the big idea, key concept, moral in _____?
- How does _____ relate to _____?
- What ideas/details can you add to _____?
- Give an example of _____?
- What is wrong with _____?
- What might you infer from _____?
- What conclusions might be drawn from _____?
- What question are we trying to answer? What problem are we trying to solve?
- What are you assuming about _____?
- What might happen if _____?
- What criteria would you use to judge/evaluate _____?
- What evidence supports _____?
- How might we prove/confirm _____?
- How might this be viewed from the perspective of _____?
- What alternatives should be considered _____?
- What approach/strategy could you use to _____?

Follow-Up Probes

- Why? - What do mean by _____?
- How do you know? - Could you give an example?
- Do you agree? - Tell me more.
- Explain. - Can you find that in the text?
- Give your reasons. - What data support your position?
- But what about _____?

(Wiggins, G. & McTighe, J. (2005). *Understanding by design*, 2nd Ed. Alexandria, VA: Association for Supervision and Curriculum Development).

Technology Tools for Posting Assignments, Discussion, Sharing of Ideas

Edmodo

www.edmodo.com

Google Plus/Google Blogger

www.google

Make Animated Videos

<http://goanimate.com/>

<http://www.voki.com/>

Create and share stories

<http://storybird.com/>

Developing Questions for Critical Thinking

<http://farr-integratingit.net/Theory/CriticalThinking/revisedcog-creating.htm>

<http://edutechalogy.org/swfapp/blooms/wheel/engage.swf>

Bloom's Taxonomy according to Andy Griffith and Seinfeld

<http://www.youtube.com/watch?v=TrLWxa-cKKc>

<http://www.youtube.com/watch?v=NsBna5IVBYg>

Checking for Understanding Strategy Video Demos

My Favorite No: Learning From Mistakes

<https://www.teachingchannel.org/videos/class-warm-up-routine>

The UPS Strategy

<https://www.teachingchannel.org/videos/ups-strategy-as-assessment-tool>

Evidence and Arguments: Ways of Experiencing and Text

<https://www.teachingchannel.org/videos/literacy-analysis-lesson>

Different techniques for Checking for Understanding

http://www.stemresources.com/index.php?option=com_content&view=article&id=52&Itemid=70

<http://wvde.state.wv.us/teach21/LearningResponseLogs.html>

Other

I choose C

<http://www.youtube.com/watch?v=dY2mRM4i6tY>

Rigor and Relevance

<http://www.youtube.com/watch?v=Fs3EL9CWTII>

Guide to Creating Rubrics

<http://www.opencolleges.edu.au/informed/teacher-resources/guide-to-scoring-rubrics/>

<http://www.rubistar.com>